Building Our Future

EMPLOYMENT&EDUCATION INFORMATION

Employment Information

Q. Where can I find free job-related skill enhancing trainings?
A. The DC Department of Employment Services offers free training and education to develop Washington's workforce. Individuals are encouraged to visit the One Stop Centers throughout the District or visit www.does.dc.gov.

South Capitol One-Stop Career Center - *4049 South Capitol St.,* SW*, Washington, DC 20032; Telephone: (202) 645-4000, TTY: (202) 645-0022; Fax: (202) 645-5337*

Naylor Road One-Stop Career Center - *2626 Naylor Road,* SE*, Washington, DC 20020; Telephone: (202) 724-7000, TTY: (202) 645-0019; Fax: (202) 645-5246*

Philip Randolph Worker Center/Satellite One-Stop Career Center - *6210 North Capitol Street, NW, Washington, DC 20011; Telephone: (202) 576-6515, TTY: (202) 576-3262*

Business Improvement District (BID) Satellite One-Stop Career Center - *945 G Street,* NW*, Washington, DC 20001; Telephone: (202) 724-4541, TTY: (202) 645-0019; Fax: (202) 724-8815*

US Veterans Assistance Center, Veterans Affairs Regional Office 1722 I Street, NW*,* Room 335*,* Washington, DC 20421; *Telephone: (202) 530-9354, TTY: (202) 576-3262*

Euclid Street Satellite One-Stop Career Center - 1704 Euclid Street, NW, Washington, DC 20009; *Telephone: (202) 724-7000, TTY: (202) 671-4093*

Project Empowerment (Welfare-to-Work Participants Only) – 609 H Street, NE, Washington, DC 20002; *Telephone: (202) 724-7000, TTY: (202) 535-2449*

Business Resource Center - 64 New York Avenue*, NE,* Washington, DC 20002; *Telephone: (202) 671-2144, TTY: (202) 673-6994; Fax: (202) 671-3073*

Franklin Street One-Stop Career Center - *1500 Franklin* St., NE,

Washington, DC 2000; Telephone: (202) 724-7000, TTY: (202) 576-8128; Fax: (202) 576-3103

There are also other organizations and DC agencies that offer various trainings:

Free or affordable trainings (computer, ESL and etc.):

MLK Jr. Memorial Library
901 G St., NW, Washington, DC 20001
Visit: http://www.dclibrary.org/computer-classes/ for updated class schedules and other related information

Citywide Computer Training Courses
3636 16th St. NW, #BG-41
Washington, DC 20010
T: (202) 667-3719 F: (202) 667-0554
Visit: http://www.mycitiwide.com/ for updated class schedules and other related information

Carlos Rosario International Career Center
1100 Harvard St., NW
Washington, DC 20009 T: (202) 797-4700 F: (202) 232-6442
Visit: http://www.carlosrosario.org for updated class schedules and other related information

Chinatown Service Center
900 Massachusetts Ave., NW, Washington, DC ?
T: (202) 898-0061 F: (202) 898-2519

Latin American Youth Center
1419 Columbia Rd., NW, Washington, DC 20009
Visit: http://www.layc-dc.org

Language ETC
2200 California St., NW, Washington, DC 20008
T: (202) 387-2222 F: (202) 518-2659
Visit: http://www.languageetc.org

YWCA National Capital Area
Washington Area Women in the Trades (WAWIT) Program
624 Ninth Street, NW, Washington, DC 20001

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T: 202-626-0700 F: 202-347-7381
Visit: http://www.ywcanca.org

Byte Back
815 Monroe Street, NE, Washington, DC 20017
T: 202-529-3395 F: 202-529-4684
www.byteback.org

Capitol City Career Development and Job Training Partnership
1661 Park Road, NW
Washington DC 20011
T: 202.588.5521 F: 202.588.9110
http://www.capitolcitycareers.org

Goodwill of Greater Washington
2200 South Dakota Ave., NE
Washington, DC 20018
T: 202.636.4225
F: 202.526.3994
http://www.dcgoodwill.org/

Jobs Partnership Inc
633 Park Road, NW
Washington, DC 20010
T: 202.291.5711 or 301.596.6751
F: 410.730.9154
http://www.jobspartnership.org/

Jubilee Jobs, Inc.
2712 Ontario Road, NW
Washington DC 20009
T: 202.667.8970
F: 202.667.8833
http://www.jubileejobs.org/index.htm

Life Skills Workshop, Inc. (for women)
P.O. Box 2274
Kensington, MD 20891
T: 301.530.0788
http://www.lifeskillsworkshop.org/index.htm

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NAWDP
810 First Street, NE, Suite 525, Washington, DC 20002-4227
T: (202) 589-1790
F: (202) 589-1799
http://www.nawdp.org/

Opportunities Industrialization Center of Washington, DC
3707 Martin Luther King Avenue, SE
Washington, DC 20032
T: (202) 373-0330
F: (202) 373-0336
http://www.oicdc.org/

Perry School Community Services Center Inc.
128 M Street, NW, Washington, DC 20001
T: (202) 312-7140
http://www.perryschool.org

Samaritan Ministry of Greater Washington
1516 Hamilton Street, NW
Washington, DC 20011
 T: (202) 722-2280
http://www.samaritanministry.com/

UDC/DHS PATHS Program - School of Business and Public
Administration
The University of the District of Columbia
4340 Connecticut Avenue, NW
Building 52, Room 301A
Washington, DC 20008
T: (202) 274-7106
http://www.universityofdc.org/detail.php?sid=15&aid=118

Unemployment Compensation

Q. How do I file for unemployment compensation?

A. Dislocated workers may file for unemployment compensation
insurance only at the Franklin Street, Naylor Road and South
Capitol Street One-Stop Career Centers. Individuals need to call
first to set up an appointment and bring an official form of
identification along with W-2 forms.

To be eligible for unemployment compensation, you must meet the following wage requirements:
You must have wages in at least two quarters of the base period.
You must have at least $1,300 in wages in one quarter of the base period.
You must have at least $1,950 in wages for the entire base period.
Your total base period wages must be at least one-and-a-half times the wages in your highest quarter, or be within $70 of that amount.

In addition to wage requirements, you must also meet the following requirements:

You must be unemployed through no fault of your own.
You must be available for work. This means that you must be ready and willing to accept work considered suitable for you because of your past training, education, or experience.
You must be physically able to work. You cannot collect benefits while you are sick, injured, or disabled.
You must make at least two job contacts each week.
You must make a personal and continuing effort each week to attain gainful employment, using methods that are customary for your occupation. (You may be asked by your Employment Services Center to demonstrate your work search activities, so you should keep a record of such efforts.)

Employment Discrimination

Q. Where do I report employment discrimination?
A. The DC Office of Human Rights (OHR) helps settle complaints of unlawful discrimination in employment, housing, educational institutions, and places of public accommodations, such as restaurants, hospitals, financial institutions, and insurance companies. The agency works to settle the complaints through a process known as mediation.

Q. How do I file a Complaint?
A. Contact OHR to schedule an appointment
Call the DC Office of Human Rights (OHR) at (202) 727-4559, Monday through Friday, between 8:30 am and 5 pm to schedule an appointment for an intake interview. Intake interviews are conducted Monday through Thursday, between 9 am and 3 pm.

Complete a Complaint Form

A Complaint Form must be completed and submitted to begin the filing process. You may complete the question-naire on the day of your interview, or you may download the form by visiting www.ohr.dc.gov, filling it out, and bringing it with you to OHR.

Meet with Intake Officer

District of Columbia Government
Office of Human Rights
441 4th Street, NW, Suite 570 North
Washington, DC 20001
During your interview, the Intake Officer will ask you some very structured, pertinent questions about your allegations, the name(s) of witness(s), similarly situated employees, company policies, and disciplinary actions.

Q. What is the Complaint Process?
A. Before proceeding to file a complain, please review the com-plaint process below.

I. Filing

• An Intake Counselor helps you draft the complaint into the proper format. The completed form must be signed and notarized by you and copies will be mailed within 15 calendar days to each party.
Within 15 days after filing the complaint, the person or the organi-zation against which you filed the complaint will be notified of your complaint by service letter and given a date for mediation. The "respondent" and you, the "complainant", will be asked to attend mediation within three to five weeks after your filing date.

II. Mediation

• Mediation is an alternative to investigation and can eliminate the costly and time-consuming preparation and submission of evi-dence and testimony from witnesses. It lasts about two hours, takes place at OHR, and is conducted by a mediator. Mediation can eliminate those cases that have no merit under the Human Rights Act or are outside of the Office's jurisdiction.
Settlement of an equitable nature will be attempted. If successful, all parties will sign an agreement and your case will be closed. If unsuccessful, the investigation of your case will be continued.

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- If the evidence does not support your claim and "no probable cause" is found, your case will be dismissed. However, in private sector cases, you may apply within 30 days to OHR for reconsideration of the finding. If your complaint alleges employment discrimination and is cross-filed with the US Equal Employment Opportunity Commission, you may also appeal to that agency. Another option is to take your case to court.

If the evidence supports your claim, OHR will render a determination of "probable cause" and the respondent will be invited to attend a conciliation conference. If conciliation fails, your complaint will be certified to the Commission on Human Rights for a public hearing, an independent body comprised of 15 volunteer members appointed by the Mayor.

III. Public Hearing

- If your case cannot be resolved through mediation, the Commission on Human Rights will assign it to a hearing examiner or tribunal panel. Your case will be heard in a court-like setting without a jury. You and the respondent may have attorneys to advise you and should be prepared to provide witnesses and evidence. OHR may present its findings at the hearing.

- If the facts support your claim, the Commission will issue an order in your favor, which may include compensatory damages and attorney's fees. If the facts fail to support your claim, your case will be dismissed. If either party disagrees with the decision, application may be made to the Commission for reconsideration, or an appeal may be made to the DC Court of Appeals.

- Public sector complainants have the right to request reconsideration or to reopen their case. Conciliation is conducted in "probable cause" cases and a summary determination will be issued by OHR when conciliation fails.

Q. What are some of the job searching websites available?
A. The following are some available online job search websites.
DC Government Job Listing: http://dcop.dc.gov
America's Job Bank: http://www.jobsearch.org/
Career Path Project: http://does.dc.gov/does/cwp/view,a,1232,q,583068.asp
-provides trainings for workers who are unemployed due to company or government layoff in areas such as hospitality, health care, administrative/clerical, skilled blue collar occupations, and

union building and construction trades.
Monster Job Board: http://www.monster.com
Career Builder: http://www.careerbuilder.com

Q. How do I enroll my child in a DC public school?
A. Students should register at the school they plan to attend. Stu-

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dents are guaranteed placement at their neighborhood school. If students want to attend an out-of-boundary school (a school other than their neighborhood school), they must go through the out-of-boundary application process. (Please see details later within the brochure for more information.)

When you go to register your child, bring the following items with you:

- Proof of child's birth date
- Legal proof of residency (see below)
- Child's immunization records

Q. What kinds of immunization does my child need before enrolling in a DC public school?
A.
- DPT (Diphtheria/Pertussis/Tetanus)
- OPV (Oral Polio Vaccine)
- MMR (Measles/Mumps/Rubella)
- HIb (Hemophilus Influenza type b)
- HepB (Hepatitis B)
- Varicella - if the child has not had chicken pox

Note: The HepB and Varicella requirements have been added within the last three years. Older students may not have received these immunizations. If your child is at or above the fifth grade, check to see if they are on his/her record. All students at or above fifth grade should also have a Tetanus/Diphtheria booster shot, unless it has been less than five years since a previous immunization. Call 442-5141.

The following is a list of year-round immunization clinics:

DC Chartered Health Plan, Inc.
1025 15th Street, NW, Washington, DC 20005
(202) 408-4710
(800) 799-4710

Congress Heights Community Health Center
3720 MLK, Jr. Ave., SE, Washington, DC 20032
(202) 279-1800

District of Columbia Developing Families Center
801 17th Street, NE, Washington, DC 20002-7200
(202) 398-2007

Reeves Municipal Center
2000 14th Street, NW, Washington, DC 20009
(202) 576-7130

DOH/Immunization Program
1131 Spring Road, NW, Washington, DC 20010
(202) 576-7130

Q. What are some examples of a legal proof of residency?
A. Residency Documentation
Documentation to establish District of Columbia residency for local
school verification need not be physically brought in by the person
seeking to enroll the student, but may be brought in by that per-
son's appointed representative.

One (1) of the following items, in the name of the person seeking
to enroll the student, will suffice to establish District of Columbia
residency:

- Proof of payment of D.C. personal income tax, for the tax pe-
  riod closest in time to the consideration of D.C. residency (W-2
  or 1099 Form with copy of D.C. tax filing).
- A current (issued less than forty-five (45) days prior to consid-
  eration of residency) pay stub indicating your D.C. residency,
  and evidence of the withholding of D.C. income tax; or

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- Current official documentation indicating that you receive financial assistance from the Government of the District of Columbia including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income (SSI), housing assistance, or other programs; or
- Confirmation, based upon completion and submission of a tax information authorization waiver form, by the D.C. Office of Finance and Revenue of payment of D.C. income taxes by the person seeking to enroll the student (form may be obtained at the local school); or
- Current official military housing orders showing residency in the District of Columbia; or
- Currently valid court order, indicating that the student is a ward of the District of Columbia.

In the alternative, two (2) of the items listed below, will suffice as proof of residency in the District of Columbia. The items must show the name of the person seeking to enroll the student:

- Current motor vehicle registration evidencing District of Columbia residency;
- A valid unexpired lease or rental agreement and receipts of payment or canceled checks (for a period within two (2) months immediately preceding consideration of residency) for payment of rent on a District residence in which the student actually resides;
- A valid unexpired D.C. motor vehicle operator's permit or other official non-driver identification in your name;
  Utility bills (excluding telephone bills) and receipts of payment or cancelled checks (from a period within the two months immediately preceding consideration of residency) showing your name and D.C. residence address.

Persons seeking to enroll a student in D.C. Public Schools but cannot establish residency with items indicated above should contact the D.C. Public Schools, Student Residency Office, 825 North Capitol Street, NE, Suite 7115, (202) 442-5215.

Documentation of Status as Other Primary Caregiver
The primary caregiver status of each person other than a parent, custodian, or guardian seeking to enroll a student in a D.C. Public School is established through the use of one of the following items:

- **Previous school records** indicating that the student is in the care of the caregiver; or

- **Immunization or medical records** indicating that the student is in the care of the caregiver; or

- Proof that the caregiver **receives public or medical benefits** on behalf of the student; or

- A **signed statement**, sworn under penalty of perjury, that he or she is the primary caregiver for the student. Standardized form is available at the local school; or
  An **attestation from a legal, medical or social service professional** attesting to the caregiver's status relevant to the student. Standardized form is available at the local school.

Persons seeking to enroll a student in D.C. Public Schools but cannot establish his or her status as the student's primary caregiver during the local school registration process, should also contact the D.C. Public Schools, Student Residency Office, 825 North Capitol Street, NE, Suite 7115, (202) 442-5215.

Q. If I move, how does my child transfer from school to school?
A. If you move during the school year and need to transfer your child from one neighborhood school to another, you must also obtain permission for the transfer from the principal of the new school. Please do not take your child out of one school before s/he is officially enrolled in another, and make sure that both the child's records and your proofs of residency are sent or brought to the new school.

Out-of-Boundary School Program:
District of Columbia Public Schools
Division of Student Services
825 North Capitol Street, NE, 8th floor
Washington, DC 20002
(202) 442-5200

Q. What is the Out-of-Boundary program?
A.T he Out-of-Boundary program allows for children to attend DCPS schools other than their neighborhood school.

Q. What are the selection criteria for the Out-of-Boundary Program?
A. Criteria: After compliance with Federal requirements has been met, preference will be given to students in accordance with the reasons for their transfer requests in the following order until all spaces are filled or all requests are granted:

a. The applicant's sibling currently attends the requested school;
b. The applicant attends a school that, by virtue of location or its being designated as a "feeder school" by the Superintendent, sends its students, after school completion, to the requested school;
c. The applicant resides within reasonable walking distance of the requested school (within a three city-block radius for elementary students and a five city-block radius for middle and junior high students);
d. The adult student or the minor student's parent/guardian prefers the requested school to his or her designated in-boundary school.

If the number of requests exceeds the number of spaces available at the school, a lottery procedure, using a computerized random selection process, will be administered by DCPS headquarters.

Q. How do I apply for the Out-of-Boundary Program?
A. Out-of-Boundary request forms are available at all D.C. Public Schools and D.C. Public Schools, Division of Student Services. (Photo-copied applications will not be accepted.)

ESL:
The Office of Bilingual Education
Lisa Tabaku, Executive Director
Roosevelt Administrative Unit
13th and Upshur Streets, NW
Washington, DC 20011
Phone: (202) 576-8850
Fax: (202) 576-8859

Q. What is English as a Second Language (ESL)?
A. In compliance with federal requirements, D.C. Public Schools provides bilingual and English as a Second Language (ESL) services to students whose home language is other than English. These programs, offered in 122 elementary and secondary schools throughout the city, are designed to ensure the academic and linguistic success of English language learners. DCPS enrolls students from 139 countries, who speak 112 different languages. The five languages other than English spoken most often are Spanish, Vietnamese, Chinese, Amharic, and French. The services provided help these students to attain English language proficiency and to be academically successful.

Q. If my child is enrolled in an ESL program at school, which DCPS office should I contact for more information or support?
A. The Office of Bilingual Education (OBE) assesses and evaluates the English language proficiency and academic level of all linguistically and culturally diverse students and make placement and program recommendations. The Office of Bilingual Education provides quality educational services to English language learners and their families. The services OBE provides are:

For Parents:
> Student and parent orientation
> Information about DCPS organization, programs, services, and activities
> Translation and interpretation services
> Referral to community resources

For Students:
> English and academic assessment which includes a comprehensive medical, developmental, and educational history
> Transcript evaluation
> Student grade and instructional program placement

For DCPS:
> Statistical data for program evaluation and reporting
> Linguistically and Culturally Diverse Student compliance monitoring
> Technical assistance

The staff at OBE speak Amharic, Chinese, French, German,

German, Lingala, Spanish, and Vietnamese.

Q. What is the Newcomer Program?
A. The Newcomer Program is designed to prepare immigrant students to become successful participants in ESL programs and mainstream classes. It is designed for immigrant students (ages 11 to 18 years) who have limited prior formal schooling. The main goal of the program is to provide the students with core academic skills and knowledge that will fill gaps in their educational backgrounds and move them closer to their age-level peers.

This intensive, full-day program will focus on literacy development and language acquisition. In addition, it will provide students with instruction on understanding and adapting to the U.S. educational system and U.S. life and culture. Parental involvement and community support linkages are also an integral part of the program. For more information about the program, please contact Jeanne Castro or Beth Hood at the Office of Bilingual Education.

Special Education:

Division of Special Education
825 North Capitol Street, NE
Washington, DC 20002
Phone: (202) 442-4800

Q. What is Special Education and who is eligible for services?
A. Special education is instruction tailor-made to fit the unique learning strengths, and needs of the individual student with disabilities, from age three through high school. Special education programs and related services focus on academics, special therapeutic and other related services to help the child overcome difficulties in all areas of development. Special education services may be provided in a variety of education settings, but are required by the IDEA to be delivered in the least restrictive environment. A student must be evaluated and identified as having a disability to be eligible for special education programs and related services. The disability categories are:

- Speech/language impairment
- Traumatic brain injury
- Mental retardation

- Emotional disturbance
- Visual impairments
- Multiple disabilities
- Specific learning disability

Q. If I believe my child should be in a Special Education program, what should I do?
A. If you believe your child should be in a special education program, you can refer your child to Child Find. Child Find is a DCPS Office of Special Education program that aims to identity, locate, and evaluate children and youth who are suspected or have a diagnosed disability or developmental delay, in order to provide appropriate special education services under the law. DCPS serves children 3 years through 21 years of age.

Q. When should a child be referred to Child Find?
A. A child should be referred when:

- A health or medical disorder interferes with development and/ or learning.
- A child seems to have difficulty seeing or hearing.
- A child appears to have social, emotional, or behavioral difficulties that affect his/her ability to learn.
- A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
- A child seems to have difficulty understanding directions like others that are his or her age.
- A child's speech is not understood by family or friends. A child has difficulty with reading, writing, math, or other school subjects.

Q. What kinds of support are available to parents of children with disabilities?
A. The Parents' Special Education Service Center is a service of the DC Public School System that seeks to improve significantly the assistance provided to parents during the process of their children's evaluation for special education services. The Center assists parents in the following ways:

- Help parents understand the special education review and evaluation process.

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- Assist parents with questions concerning their school placement.

- Connect parents with various organizations/services related to special education, such as support groups and tutoring services. Facilitate scheduling Multidisciplinary Team (MDT) or Individualized Education Program (IEP) meetings.

Q. Will transportation be provided for my child, once he/she is placed in the appropriate educational program?
A. Transportation is a related service for special education students when it is necessary in order for a student with a disability to participate in an appropriate educational program. The Multi-Disciplinary Team (MDT) makes individual decisions about transportation during the development of the student's Individualized Education Program (IEP) and placement. Qualifications for transportation include:
- Limited sensory or physical endurance
- Significantly reduced intellectual development; and/or
- Reduced problem solving skills

Q. How do parents or guardians request transportation for their child?
A. Parents must do the following in order for transportation to be provided to their child:
- Provide accurate address information to the Division of Special Education and ensure that it is updated if necessary during the school year
- Call your child's principal of any address changes during the school year. It can take 3 to 10 school days to make transportation changes during the school year.
- Have your child ready when the bus arrives in the morning.
- Meet the school bus in the afternoon.

Washington Scholarship Fund:
(202) 293-5560
http://www.washingtonscholarshipfund.org/

Signature Scholarship Program
The Signature Scholarship Program, in existence since 1993, provides eligible D.C. school children with up to $2,000 each for tuition in grades K-8 and up to $3,000 each for tuition in grades 9-12. To qualify, families must be at or below 270% of poverty and

residents of the District of Columbia. Entering students must be going into kindergarten through eighth grade (though once in the program, scholarships continue through high school). The vast majority of Washington Scholarship Fund (WSF) scholarship students attend schools in the DC metropolitan area (in 2004-2005, students attended 128 different schools). This program is funded entirely by generous donations from individuals, foundations, corporations and non-profit institutions. Applications for the 2006-2007 school year will begin to be accepted in the fall.

Q. Who is eligible: Families are at or below 270% of poverty and are District residents.
A. D.C. Opportunity Scholarship Program
The D.C. Opportunity Scholarship Program provides eligible D.C. school children, grades K-12, with up to $7,500 each year for tuition, fees and transportation in order that they may attend private elementary, middle, or high schools in the District. More than 50 D.C. private schools have signed on to participate in the program's inaugural year.

WSF is no longer accepting Opportunity Scholarship applications for the 2005-06 school year. Should new 2005-06 scholarships become available before the school year begins, we will accept new applications. Applications for the 2006-2007 school year will begin to be accepted in the fall.

Who is eligible: District residents who meet the following income eligibility guidelines for the number of people living in your home, including you, your spouse, and your children:

2 persons - Annual household income cannot exceed $23,107
3 persons - Annual household income cannot exceed $28,990
4 persons - Annual household income cannot exceed $34,873
5 persons - Annual household income cannot exceed $40,756
6 persons - Annual household income cannot exceed $46,639
7 persons - Annual household income cannot exceed $52,522
8 persons - Annual household income cannot exceed $58,405
For each additional family member above 8, please add $5,809

*Your child's application for the 2006-2007 school year will be priority over other applicants if your child currently attends one of the following DC public schools identified as "in need of improvement,"

in need of corrective action," or "in need of restructuring" under the No Child Left Behind Act of 2001.

For more information: Call 1-888-DC-YOUTH or visit the Washington Scholarship Fund office, located at 1133 15 Street, NW (between L and M Streets), Suite 550, Washington, DC 20005. Their office is open between 8:30 am and 7:00 pm Monday through Thursday; 8:30 am to 4:30 pm on Friday; and 10:00 am to 2:00 pm on Saturdays. You can also check out www.dcscholarship.org.

Free/Reduced Lunch:
DCPS Food Services
(202) 576-7400

Q. What is the Free/Reduced Lunch Program?
A. All DCPS schools serve lunch for students. Most also serve breakfast. Consult your local school to find out what time students should report for breakfast. Students may qualify for free or reduced price meals based on family income level. Application forms for this are sent home at the beginning of the school year. If your child qualifies, be sure to return the application form as soon as possible. If you receive a letter from the D.C. Department of Human Services saying that your children are eligible for free breakfast and lunch, bring the letter to your local school.

Report Cards
http://www.k12.dc.us/dcps/curriculum/report1.html

Q. How often does my child receive a report card?
A. Students receive report cards four times a year, at the end of each advisory or grading period. Report cards begin with pre-kindergarten, but are different at various grade levels. Be sure to review your child's report card thoroughly so that you understand the areas in which your child is doing well and those in which s/he needs improvement. If you have questions about your child's report card, raise them at a parent-teacher conference.

Q. What are Progress Reports?
A. Progress Reports are mid-advisory notices sent home to parents of students in grades 1-12 who **are** in danger of failing. If your child receives a Progress Report and have questions, call your

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Testing
http://www.k12.dc.us/dcps/curriculum/assess1.html

Q. What is the Stanford-9 (SAT-9)?
A. Twice each year, students who attend D.C. Public Schools take the Stanford Achievement Test in reading and math. The fall test is used only as a tool to measure where students are as they begin a new school year. The spring test measures how much they have learned during the year -- where students are doing well and where they need more help in **in** order to meet the system's standards. The SAT-9 also tests whether educators are doing a good job of teaching your child. By looking at the test reports, teachers, principals and administrators can tell which skills are being taught effectively and which need to be taught better.

Q. What is the purpose of the SAT-9?
A. Assessments are used to measure what students have learned and look at the areas in which they need more help. This information helps us do a better job identifying students' educational needs and teaching them what they need to know. Testing is one type of assessment all school districts use to measure students' progress. Other types of assessments include portfolios, grades for class work and homework, demonstrations and daily or weekly tests.

Before and After School Care
http://www.k12.dc.us/dcps/programs/program4.html

Q. Where can I find more information about before- and after-school programs?
A. Many local schools provide child care before and after school. Some of these programs require a fee; others do not. After-care is a free program operated in some 50 schools by DCPS on behalf of the Early Care and Education Administration of the D.C. Department of Human Services. This program offers highly structured, engaging activities in four areas: educational, arts, sports and community service. Before and after school programs operate at various schools throughout the city. Inquire at your local school.

Charter Schools
http://www.dcpubliccharter.com/indexmain.htm

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Q. What is a Charter School?
A. Charter schools are independently-operated public schools that are open to all District residents, regardless of their neighborhood, socioeconomic status or previous academic achievement, or ethnicity. There are no admission tests or tuition fees. Parents and students choose a particular charter school because its unique focus, curriculum, structure, size, environment and other features meet the needs of those families. Enrollment is on a space-available basis. When a charter school has reached its maximum enrollment, a lottery and waiting list system is used. Public Charter Schools receive public funds based on the number of students they enroll, as do all District of Columbia public schools.
Each charter school is unique. Parents choose a particular charter school based on its unique focus, curriculum, teaching methods, structure, size, environment and other features that best meet the needs of their children. Enrollment is on a first-come-first-served basis. When all of the spaces are taken, a waiting list is created and the school must hold a lottery when spaces become available.

Charter schools are accountable for the academic results of their students. That accountability is based upon a performance contract between the chartering authority and the governing board of the charter school. If a school fails to meet its expected outcomes within its five-year charter agreement, its charter may be revoked. In exchange for an unusually high level of accountability, charter schools are granted greater autonomy than traditional public schools. Charter schools have control over all aspects of the educational program, staff, faculty, and 100% of their budget.

Charter schools receive public funds based upon the number of students enrolled. They receive an allocation based on a per pupil formula developed by the Mayor and the City Council. The standard per pupil allocation is supplemented with extra funds for students with special needs. There is also a facilities allowance, since charter schools are not provided buildings or maintenance by the DC Government, as are the traditional public schools.

Q. How do I enroll my child in a Charter School?
A. Parents interested in enrolling their students in a D.C. Public Charter School have many options. By this fall, there will be 45 charter schools in the city, authorized and monitored by either

DC Public Charter School Board, or the D.C. Board of Education. Charter schools are available to all D.C. residents, tuition free, without regard to neighborhood boundaries. Parents can simply identify the school/s that seem to meet their students' needs, arrange a visit, and if they like what they see, complete an enrollment application.

Each charter school is unique and independently operated. Parents are encouraged to learn about each school's focus, size and teaching approach, and to think seriously about what environment is the best match for their child's interests and needs. There are schools that focus on math, science and technology; the arts; public policy; character and leadership; language immersion; and, others that focus intensively on the fundamentals. Some schools serve less than 100 students, and others serve more than 800. Some are highly structured and others less so. A few schools target special populations. There is even a college preparatory boarding school. Students are best served when parents educate themselves about all of the options and find the right fit for their child. With the growing number of charter schools, there will be more choices and spaces available this year. However, waiting until August or September to get started could prove disappointing, as enrollment deadlines will approach and spaces will fill quickly. For a listing of all of the D.C. public charters schools, contact the D.C. Public Charter School Board at **(**202**)**328-2660. For information about schools authorized by the D.C. Board of Education visit their website at www.dcboecharters.org.

ENROLLMENT/LOTTERY GUIDELINES
According to the School Reform Act (Sec. 38-1802.06), enrollment in public charter schools is open to all students who are residents of the District of Columbia, and if space is available, to non-resident students who pay tuition at the rate established by DCPS. A public charter school may not limit enrollment based on student's race, color, religion, national origin, language spoken, intellectual or athletic ability.

To ensure that children in the District of Columbia receive fair and equitable opportunities to enroll in and attend public charter schools, the District Of Columbia Public Charter School Board (PCSB) has created enrollment and lottery guidelines. Please note that these guidelines are located in the PCSB Policy and Procedures Handbook, which has been given to each school.

School administrators will soon begin or have already begun the enrollment process. Student re-enrollment counts and school capacity should help to project the number of available slots. The following information should assist your school in developing a clearer understanding of the PCSB's policies regarding the lottery and waiting list procedures.

Enrollment/Lottery Process:

1. School determines enrollment period and makes public announcement of enrollment deadlines. Evidence of school's public announcements will be verified during the PCSB's Annual Compliance Review. Therefore, these data should be collected and maintained at the school.

Best Practices: Written announcement is posted in local papers, community fliers, bulletins, websites, etc.

2. School receives completed applications for enrollment by posted deadline.

3. If the school is under-subscribed at the end of the enrollment period, the school may choose to continue rolling admissions throughout the school year until capacity is reached.

Example: The capacity for the student population is 250 and only 200 applications are received. The school can admit 50 additional youngsters throughout the school year on a first-come-first-served basis. Once capacity is reached, however, additional applicants should be placed on a waiting list in order of applications received and by grade level.

4. If the school is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.

5. The **lottery** is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list.
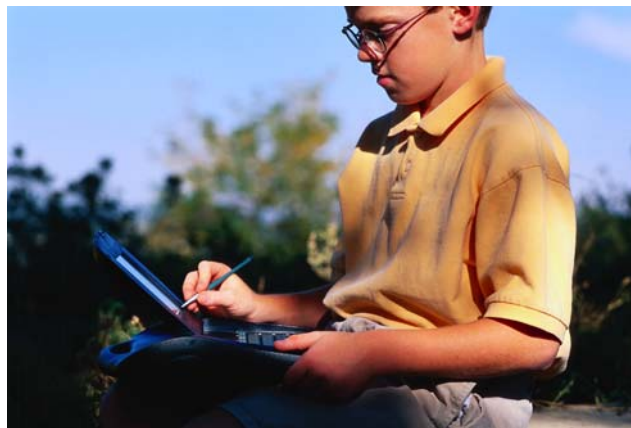
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6. The waiting list ranks applications that were submitted during the enrollment period. These applicants should be identified by number and by grade. As spaces become available at the school, they should be offered to the applicants in the order of placement on the waiting list.

7. Schools may exercise two options in arranging the waiting list. 1) Schools may arrange their waiting list by lottery results, **OR** 2) Schools may place those applications received by the deadline in order of their submission on a waiting list and then all other applications should be placed after them in order of their submission on that waiting list.

Examples:
a. During the enrollment period, a school was over-subscribed by 4 students. The 4 students that were not selected for that school year will be placed onto the waiting list numbered 1-4. In September the school receives a post enrollment period application. That applicant must be given number 5 on the waiting list. If another application is submitted in November, that applicant is given number 6 on the waiting list.

b. During the enrollment period, a school was neither under-subscribed nor over-subscribed, (the school had an exact number of applicants for the number of available spaces on the enrollment deadline date). When an application is submitted the day after the enrollment period deadline, that applicant becomes number one (organized by grade level) on a waiting list. The school may continue to develop its waiting list (organized by grade level) based on submission dates of the applications throughout the school year.

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Best Practices: Schools should maintain a current waiting list in the main office.

Bullying
http://www.k12.dc.us/dcps/peaceableschools/
BullyingIntervention.html

Q. What is bullying?
A. Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically

- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

Bullying also can happen on-line or electronically. Cyber-bullying is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:
- Sending mean text, e-mail, or instant messages;
- Posting nasty pictures or messages about others in blogs or on Web sites;

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Q. What should I do if my child is being bullied?
A.

- ENCOURAGE YOUR CHILD TO SHARE their problems with you. Assure them that this is not tattling. Realize that your child may be embarrassed, ashamed, and fearful, so you may have to ask them directly. Listen attentively and reassure them that they will not have to face the problem alone.

- PRAISE YOUR CHILD for their accomplishments and differences. A confident child is less likely to be targeted by bullies.

- SEARCH FOR TALENTS and positive attributes that can be developed in your child. This may help a child to assert them-

selves.

- HELP YOUR CHILD MAKE FRIENDS. Arrange play dates with other kids or encourage your child to join groups, clubs, or take lessons.

- ENCOURAGE YOUR CHILD TO PARTICIPATE IN SPORTS or physical activity. Physical exercise can result in better physical coordination. It can also increase your child's self-esteem.

- Try to IMPROVE YOUR CHILD'S SOCIAL SKILLS. Encourage good behavior.

- TALK TO YOUR CHILD ABOUT STRATEGIES FOR DEAL-ING WITH THE BULLY. Practicing scenarios with your child could help build their confidence.

- If the bullying is happening on the way to and from school, ACCOMPANY YOUR CHILD OR ARRANGE FOR ALTERNATE TRANSPORTATION.

- WORK WITH OTHER PARENTS to ensure that the children in your neighborhood are supervised closely.

- MAINTAIN CONTACT WITH YOUR CHILD'S SCHOOL. Make sure your child is safe by finding out whether the monitoring at school is adequate.

- ASK FOR A CONFERENCE with school administrators and the bully's parents.

- KEEP A DETAILED RECORD of bullying episodes and re-lated communication with the school. Be informed about how the situation is being handled, or help develop a plan of action for the school to follow.

- SEEK HELP from a mental health professional.

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